

平成 24 年度 日本医科大学入学試験問題

[英 語]

受験番号	
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注 意 事 項

1. 指示があるまで問題用紙は開かないこと。
2. 問題用紙および解答用紙配布後、監督者の指示に従い、配布枚数の確認を行うこと。
(表紙を除き、問題冊子 8 ページ、解答用紙 1 枚)
落丁、乱丁、印刷の不鮮明の箇所があったら、手を挙げて監督者に知らせること。
3. 解答時間は 9 時 00 分から 10 時 30 分までの 90 分。
解答が終わっても、または試験を放棄する場合でも、試験終了までは退場できない。
4. 机の上には、受験票と筆記用具および時計 (計時機能のみ) 以外は置かないこと。
5. 筆記用具は鉛筆、シャープペンシル、消しゴムのみとする。
(コンパス、定規等は使用できない。)
6. 止むを得ず下敷を使用する場合は、監督者の許可を得ること。
7. 解答はすべて解答用紙の所定の解答欄に記入すること。欄外には何も書かないこと。
8. この問題用紙の余白は草稿等に自由に用いてよい。
9. 耳栓の使用はできない。
10. 携帯電話等の電源は必ず切り、鞆の中にしまうこと。
11. 質問、用便、中途退室など用件のある場合は、無言のまま手を挙げて監督者の指示に従うこと。
12. 受験中不正行為があった場合は、試験の一切を無効とし、試験終了時間まで別室で待機を命じる。
13. 退室時は、試験問題および解答用紙を裏返しにすること。

[I] 次の英文を読んで、設問に答えなさい。

One of the first things I was taught at school about the art of translation is that if you can tell a piece of writing is a translation, it is not a good translation. I remember one excellent French teacher in particular who took us through a published English translation of Flaubert's *Madame Bovary*, pointing out where the translator had taken liberties with the original French. He also pointed out, of course, that these "liberties" were entirely justified in the interests of producing a translation that read like a well-written English novel.

In many cases, then, (1) the question for translators is not so much whether a proposed translation is "accurate" as whether it would actually be used in a similar context in the language they are translating into. A poor translator might argue, for example, that "I will receive this meal" is a perfectly accurate translation of "Itadakimasu," as used in Japanese before you start to eat. But this argument would not do him much good from any practical point of view: it would be absurd to insist on a translation that no English speaker would use in that situation.

This observation about situation-appropriate translation is just as relevant to English-Japanese translation as it is to Japanese-English translation, of course. For example, a literal translation of "Get off my back" into Japanese would be entirely inappropriate for the situations this idiom is generally used: except in the unlikely event that someone is standing on your back and you want them to get off, you would probably use it to tell someone to stop criticizing you and giving you unwelcome advice. An appropriate Japanese translation might, therefore, be something like ".

Let's return to the problem of translating "Itadakimasu." Traditionally, Christian English speakers would precede a meal with a short prayer, one of the most common of which, interestingly enough, is "For what we are about to *receive*, may the Lord make us truly thankful." But few people do that these days, except in certain formal or institutional settings, and even then the issue is further clouded by the PR-inspired necessity to respect other people's religions or, indeed, lack of them. It is a sad fact, then, that many English speakers don't say anything before they start eating in company; many don't even wait until everyone else is ready to start! If anything is said at all, it is more likely than not to come from the host or the person who cooked the meal. There are no set expressions, but something along the lines of "Let's start" would be common, the response, if any, might be "Thanks. This looks great."

French and German speakers, on the other hand, do have set expressions available: "Bon appétit" and "Guten Appetit," respectively. However, these differ from "Itadakimasu" in that they express the wish that other people will enjoy their meals rather than gratitude for what the speaker is about to eat. This means that the expressions are actually closer to "

than to “Itadakimasu.” They are also regularly used by people who are not personally participating in the meal – waiters use them, for example.

These French and German expressions provide another good example of the difficulties translators can face: in English, both literally mean “Good appetite,” as you can easily recognize, but this would be a hopeless practical translation, because no English speaker would actually say it. Faced with translating “Bon appétit” or “Guten Appetit” into English, a good translator would consider both the context and who the speaker is. He might decide simply to use the French, even if he were translating from German into English, as “Bon appétit” (but not “Guten Appetit”) is fairly regularly used by certain groups of more cosmopolitan English speakers. If the expression were being used by a waiter, or perhaps by the person who cooked the meal, the translator might settle for “Enjoy your meal.” Otherwise, he would probably just have to fall back on “Let’s start,” etc.

Given that such translation problems exist among languages as closely related as French, German, and English, (2) it is easy to appreciate how much more serious they are when it comes to translating between languages as unrelated as Japanese and English.

問 1 下線部(1)を日本語に訳しなさい。

問 2 下線部(2)を、このパラグラフ内で they が指し示すものを明確にして、日本語に訳しなさい。

問 3 A と B に入れるのに適切な表現を、英語 2 語で書きなさい。なお、and は用いないこととする。

問 4 1 と 2 に入れるのに適切な日本語表現を、日本語表記で書きなさい。

問 5 次の a ~ f から、本文の内容と一致する英文を 2 つ選び、記号で答えなさい。

- a. The main point of the story related in the first paragraph is that mistakes can be found even in published translations of well-known literary works.
- b. Making sure that a translation is appropriate to the situation is more important when translating from Japanese into English than the other way around.
- c. The main problem with using “I will receive this meal” to translate “Itadakimasu” is that the English translation does not accurately convey the meaning of the Japanese.
- d. Using a short English prayer to translate “Itadakimasu” would not be a sensible option for a translator to consider if the Japanese expression were used in the context of a typical modern family setting.

- e. Use of the French expression “Bon appétit” to translate “Guten Appetit” in an English translation of a German text would not be inappropriate in certain contexts.
- f. The writer’s chief concern is to impress on translators that they should, above all, make sure that individual expressions are translated accurately.

問6 本文に含まれている単語について、次の(1)と(2)のそれぞれで、左の単語の最も強く発音される音節の母音は、ア～エのうちの1つで最も強く発音される音節の母音と同じである。その語の記号をそれぞれ選んで書きなさい。

- (1) **practical** ア. advice イ. appetite ウ. appreciate エ. appropriate
- (2) **precede** ア. participate イ. receive ウ. relevant エ. response

[II] 次の英文を読んで、設問に答えなさい。

The expression “Look before you leap” is used to encourage people to plan or, in other words, to think before they act. Planning is the thinking people do in preparation to act, but it is important to note that there are two different sorts of preparatory thinking that people may [1] in when planning. First, they may reflect on the means they will use to achieve their goal. For example, when planning to leap, they may concentrate on the (1) sequence of steps they are going to take before they launch themselves into space. Similarly, in planning a trip from one city to another, they will probably make a note of the roads they are going to take and of the turns they will need to make to move from one to the next. The second type of preparatory thinking [2] clearly specifying the goal of a particular action. For example, when people look before leaping, they may be more focused on [3] the best place to land than on the steps they are going to take before leaping. Thus, planning may serve either to specify the means for achieving a goal, or to clarify the goal itself; or indeed, it may do both.

Planning is often thought of as being more (2) concerned with means than with goals. However, in many cases, planning is concerned (3) primarily with specifying goals. Consider the case of an architect [A] has been asked to design an office building with a (4) specific number of floors, amount of floor space, and so on. To complete this task, the architect is usually [4] to make a large number of decisions about features of the building without asking the client about each one. For example, the architect will need to decide on global features, such as architectural style, as well as local features like the shape of the doorknobs and heating vents. Thus, a major part of the architect’s planning is to decide on many of the features of the goal to be achieved. In planning a graphic design job such as creating a letterhead, to give another example, the most important task is to decide [B] the final product should look like rather than [C] it is to be produced. In one study of an industrial design task, almost all of the designer’s activities were directed toward specifying the characteristics of the final product, the goal, rather than the manufacturing procedures [D] would produce it. Tasks requiring the person doing them to make many decisions about the goal to be [5] are sometimes termed “ill-defined.” In contrast, someone [6] out a well-defined task, such as typing up a handwritten report, makes (5) relatively few decisions about the goal itself. Ill-defined tasks are very common in a variety of fields, including writing, architecture, software design, musical composition, and engineering. In ill-defined tasks, clarifying the goal is often the most important function of planning.

問1 1 ~ 6 に入れるのに最も適当な動詞を次の語群から選び, 必要ならば適切な形に直して1語で書きなさい。なお, 同じ語を繰り返し選ばないこととする。

accomplish	carry	choose	consist	devote	engage
expect	involve	look	occupy	refer	undertake

問2 下線部(1)~(5)の単語に入れ換えて用いるのに適切な英語1語を, それぞれ書きなさい。

問3 A ~ D に入れるのに最も適当な英語を a ~ h から1つずつ選び, 記号で答えなさい。なお, 同じ語を繰り返し選ばないこととする。

- | | | | |
|------------|---------|---------|----------|
| a. how | b. that | c. what | d. where |
| e. whether | f. who | g. whom | h. why |

[III] 次の対話文を読んで, 下線部(1)~(3)の日本語を英語に直しなさい。

A teacher of English (A) is speaking to a student (B).

A: I hear you've signed up to take part in a volunteer program in Thailand this summer.

B: Yes, that's right. (1) 3日後にバンコク*に向けて出発します。

A: So soon? You must be excited!

B: Yes, I am. (2) でも出発の準備で本当に忙しいです。 To be honest, I'm also a bit nervous, because I've never been abroad before.

A: Don't worry too much. You'll be fine, as long as you're careful.

B: Actually, Mr. Campbell, there's something I meant to ask you earlier. (3) あさってのクラブの会合を欠席させていただきますか。

A: Well, we'll miss you, but I think everyone will understand.

*バンコク : Bangkok

[IV] *Read this passage and answer the questions that follow.*

Sleep is essential for a person's health and well-being, yet millions of people do not get enough of it. Sleep needs vary from . Healthy adults generally require an average of 16 hours' wakefulness and 8 hours' sleep a day. However, some individuals are able to function without feeling sleepy after as little as 6 hours' sleep. Others, on the other hand, cannot perform at their peak unless they get 10 hours' sleep. Contrary to common myth, the need for sleep does not decline with age once people enter adulthood. What often declines as adults get older, however, is the ability to sleep for 6 to 8 hours at one time.

According to surveys done by the National Sleep Foundation, 60% of adult Americans have sleep problems one or more nights a week, most of which go undiagnosed and untreated. In addition, more than 40% of adults experience daytime sleepiness to interfere with their daily activities at least a few days a month, with 20% saying they feel sleepy a few days each week. The survey results also show that over 2 in 3 children experience sleep problems one night or more a week.

Some of the first signs of sleep deprivation are irritability, moodiness, and an inability to suppress emotions. If a sleep-deprived person is not able to switch back to normal sleep patterns after the initial signs appear, he or she may then start to show indifference, slowed speech and weakened emotional responses, memory loss, and an inability to be novel or to multitask. He or she will also fall into microsleeps (short periods of sleep lasting only a few seconds), which cause attention gaps. Microsleeps are extremely dangerous when they occur in situations that demand constant alertness, such as when driving a motor vehicle or . People who experience microsleeps usually remain unaware of them, instead believing themselves to have been awake the whole time, or to have temporarily lost focus.

Stress is the number one cause of short-term sleeping difficulties, sleep experts say. Common triggers include school- or job-related pressures, a family or marriage problem, and . Usually the sleep problem disappears when the stressful situation passes. However, if short-term sleep problems are not managed properly from the beginning, they can persist long after the original stress has passed.

Consuming alcohol can also disrupt sleep, as can drinking beverages containing caffeine in the late afternoon or evening, exercising hard close to bedtime, following an irregular daily schedule, and doing mentally intense activities right before getting into bed.

Environmental factors such as sleeping in a room that is too hot or cold, too noisy, or too brightly lit can be a barrier to sound sleep, as can interruptions from children or other family members. Sleeping in the same room as someone else can also adversely affect your sleep, especially if that person goes to bed and/or gets up at different times from you, moves around a lot when asleep, snores, cannot fall or stay asleep, or has other sleep problems.

1. In A to D below, select the option that best completes each sentence to reflect the contents of the passage. In E, select the best answer to the question.

- A. As adults get older, they tend to
 - a. need more sleep.
 - b. need less sleep.
 - c. find it harder to stay asleep all night.
 - d. find it easier to stay asleep all night.

- B. The National Sleep Foundation survey results indicate that
 - a. children suffer sleep problems at a higher rate than adults.
 - b. adults suffer sleep problems at a higher rate than children.
 - c. a majority of those with sleep problems are receiving appropriate therapy.
 - d. a majority of those with sleep problems experience daytime sleepiness a few days each week.

- C. The secondary signs of sleep deprivation
 - a. are in some respects the reverse of the initial signs.
 - b. are more intense versions of the first signs.
 - c. include a tendency to be quick to get angry.
 - d. include a heightened ability to recall past events.

- D. Short-term sleeping difficulties caused by stress
 - a. invariably disappear once the stressful situation passes.
 - b. do not necessarily cease after the direct cause is resolved.
 - c. only persist for as long as the person experiencing them is under stress.
 - d. are the number one cause of chronic sleep disorders.

- E. Which of the following measures does the passage not suggest will help combat common sleep problems?
 - a. Sleeping alone.
 - b. Minimizing excessive heat or cold in your bedroom.
 - c. Keeping your bedroom dark when you sleep.
 - d. Avoiding heavy meals before bedtime.

2. Select the best option to fill each of the blank spaces marked and .
- | | | |
|--------------------------------|---------------------|---------------------|
| <input type="text" value="1"/> | a. each other | b. one another |
| | c. person to person | d. people to people |
-
- | | | |
|--------------------------------|----------------------|----------------------|
| <input type="text" value="2"/> | a. enough severe | b. severe enough |
| | c. sufficient severe | d. severe sufficient |
3. Give another example of a situation demanding constant alertness that could be used to fill the blank space marked . Answer in English, using at least three words.
4. Suggest another common trigger that could be used to fill the blank space marked . Answer in English, using at least three words.
5. The fifth paragraph of the passage lists five activities that can lead to sleep problems. On the basis of the information given in this paragraph, we could make a list of things people can do to promote better sleep. The first one is to avoid drinking alcohol. What are the other four? Answer in Japanese.

受験番号	
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平成 24 年度

英語 解答用紙

採点	1	2	3

[I]	問 1										
	問 2										
	問 3	A					B				
	問 4	1					2				
	問 5			問 6		(1)			(2)		

[II]	問 1	1				2				3			
		4				5				6			
	問 2	(1)				(2)				(3)			
		(4)				(5)							
	問 3	A			B			C			D		

[III]	(1)										
	(2)										
	(3)										

[IV]	1	A			B			C			D			E		
	2	1			2											
	3															
	4															
	5															